

Arts

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Technical Education

Connecting the
Curriculum

Curriculum
Planning

Financial Literacy

Health Education

Information &
Technology Literacy

International
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Life Skills

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Many Voices

Mathematics

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Special Education

Standards

World Languages



Publications Catalog

Wisconsin Department of Public Instruction
Tony Evers, PhD, State Superintendent

DPI's Publications

The Wisconsin Department of Public Instruction is the nation's leading state education department publisher. Each publication is based on real classroom experience and infused with practical application. Our education experts have received numerous awards for our top-notch publications, offering expertise and insight to inspire educators around the world. This catalog features just a sampling of available publications. Please visit our website at dpi.wi.gov/pubsales for our entire catalog.



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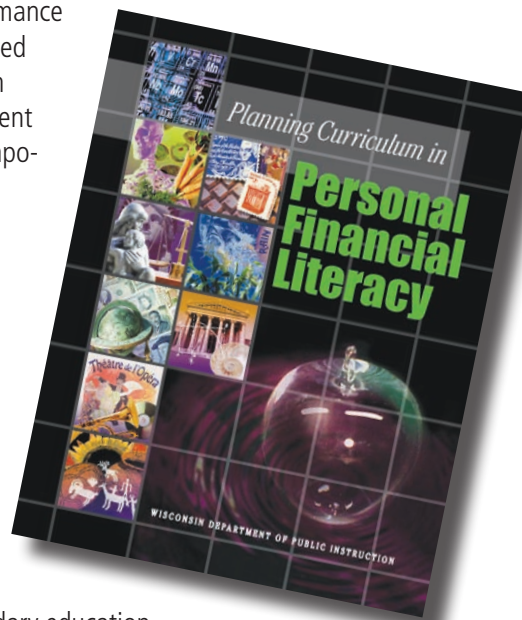
Planning Curriculum in Personal Financial Literacy

Personal financial literacy is vital for all students to be successful in a global economy. The economic stability of our communities and resulting growth of our state's economy will be influenced by the personal financial literacy skills our students gain during their school years.

Wisconsin was the first state in the nation to develop content and performance standards that define what students should know and be able to do related to personal financial literacy. We are now the first to develop a curriculum planning guide to help educators implement these standards. This document describes processes for designing curricula that emphasize the major components of personal financial literacy.

Students today face financial choices which have expanded well beyond what their parents or grandparents dealt with as teens and young adults. An estimated 80 percent of Wisconsin students work while they are in high school and nearly one-third have personal checking accounts and credit cards in their own names. From college savings plans to investment funds and various retirement accounts, to the wide range of borrowing options, students need to make wise financial decisions as they avoid excessive debt and have adequate resources to meet their personal financial goals. Global, civic, and financial literacies are critical for a well-educated 21st century citizen.

A statewide task force of educators from elementary through post-secondary education developed this guide using the standards as well as a variety of other resources. This guide will prove to be an outstanding tool for educators as they plan effective personal financial literacy lessons in their elementary and secondary classrooms.



Bulletin # 9091
\$30 In State
\$45 Out of State

Other Books of Interest:

Planning a Connected Curriculum
Bulletin #3092
\$24 In State
\$36 Out of State

Wisconsin Model Academic Standards for Personal Financial Literacy
Bulletin #6158
\$10 In State
\$15 Out of State

Initial Educator Toolkit

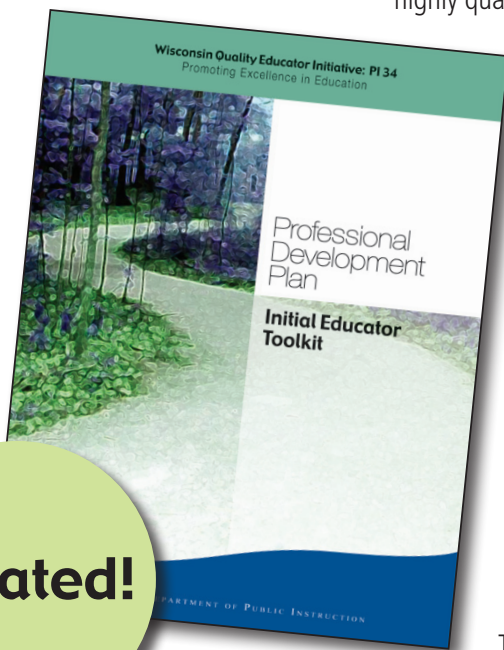
The Professional Development Plan Initial Educator Toolkit has recently been updated and is available for purchase from the Department of Public Instruction (DPI). The toolkit is for any initial educator wishing to create a Professional Development Plan (PDP) for re-licensure.

The Wisconsin Quality Educator Initiative provides the foundation for preparing and supporting highly qualified educators in our schools. To raise all students' achievement

and to provide them the best educational experience, Wisconsin embarked upon redesigning both the educator preparation program approval process and the process for license renewal. In 2000, Wisconsin legislators approved Wisconsin Administrative Code PI 34, resulting in the implementation of an educator preparation program approval process and educator licensing process that are both standards and performance-based.

Under the new system, educators must create and implement a verifiable Professional Development Plan during their licensure cycle. The toolkit provides the guidelines and the accompanying process for creating and submitting a PDP. It was developed by the DPI in partnership with many educators, administrators, pupil services personnel, and higher education representatives. The toolkit, originally published in 2005, proved to be an invaluable resource. Because of high demand from the education community, the toolkit was updated and re-released.

The Professional Development Plan Initial Educator Toolkit is a must for all new educators.



Updated!

Bulletin #00001
\$6 In State
\$9 Out of State

Other Books of Interest:

Paraprofessional Competencies and Professional Development Options
Bulletin #7001
\$6 In State
\$9 Out of State or get **both guides** for \$10.00 (plus shipping and handling)

Planning Curriculum in Music

A New Guide for Music Education!

Creativity and critical thinking, problem solving, collaborating, and communicating are abilities and skills of the mind essential for success in the 21st century. Since these skills are most readily developed in music and other arts, substantive learning in these areas is vital for all students. *Planning Curriculum in Music* was designed to help music educators develop and instruct music curricula and assess student learning.

This guide will help music educators develop a standards-based curriculum, improve instructional practice, and use assessment embedded in the learning process as an instrument of learning.

Also included in this new publication are the Wisconsin's Comprehensive Musicianship through Performance model, the instructional/assessment strategies of Arts PROPEL, recent research both of the brain and of classroom practice, and the application of technology in the music classroom and rehearsal.

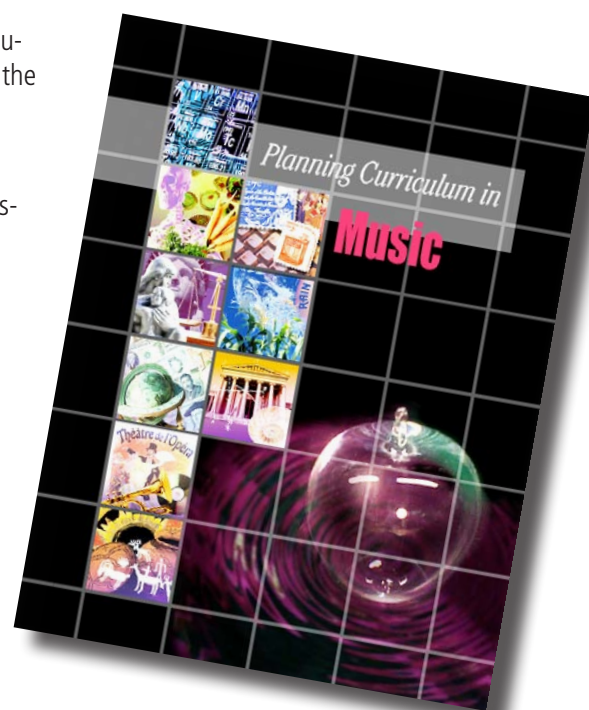
Drawing on current research and teacher practice, the authors of this guide have treated classroom assessment as an ongoing aspect of teaching and learning.

This curriculum guide is a must have for every music educator.

Bulletin # 9038

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Other books of Interest:

Wisconsin's Model Academic Standards for Music

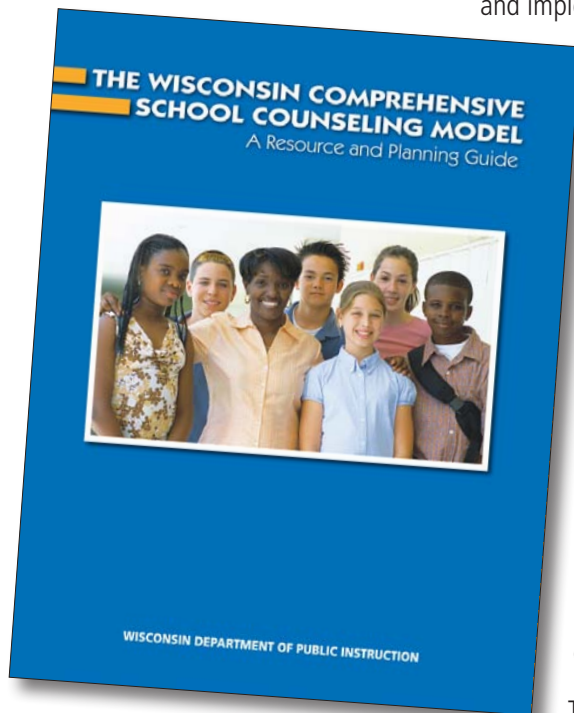
Bulletin #7309

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The Wisconsin Comprehensive School Counseling Model

A comprehensive school counseling program is an essential and integral part of education. The Wisconsin Comprehensive School Counseling Model provides the framework for the development and implementation of a program for every district that is comprehensive in scope, preventative in design, and developmental in nature.



This publication is designed to provide a comprehensive program that helps districts and communities support their students' academic, career, and personal-social development in preparation for the challenges of the 21st Century. The program's content builds around the Model Academic Standards for School Counseling that represents lifelong development and learning goals.

The Wisconsin Comprehensive School Counseling Model utilizes a framework in which school counselors switch their emphasis from service-centered for some students to program-centered for all students. It works toward the creation of a community where individuals have the capacity to interpret and apply relevant experiences and information in ways that are both personally enhancing and socially responsible. The process and objectives for a school district to use in making this important transition are described in this resource.

This resource and planning guide is a must have for every school counselor.

Bulletin# 8025
\$20 In State
\$30 Out of State

Second Edition

Bullying Prevention Curriculum

As we work to ensure a safe and secure school environment for all students, *Bullying Prevention Curriculum: Time to Act, Units for Grades 3-5* and *Bullying Prevention Curriculum: Time to React, Units for Grades 6-8*, focus on a critical issue that is a barrier to student success. Development of this second edition is part of an ongoing effort to address critical standards-based mental and emotional health curricula in schools.

The National Education Association recently reported that bullying behavior has been identified as one of the major concerns in schools throughout the United States. Bullying may negatively impact a student's connection with school, their engagement with the curriculum, and their overall ability to learn. Bullying prevention is critical to building a school environment conducive to learning and where students feel safe at all times.

Bullying Prevention Curriculum is an important resource for elementary and middle school teachers. Using an age-appropriate and multi-strategy approach, these publications explore the key knowledge, skills, and dispositions needed to help develop a school free of bullying behavior. In the new second edition, students will explore topics such as:

- the friend who bullies
- strategies to respond to bullying behavior
- saying "you're sorry" and effective restorative justice response
- building a bully-free school
- cyberbullying and electronic aggression in middle school

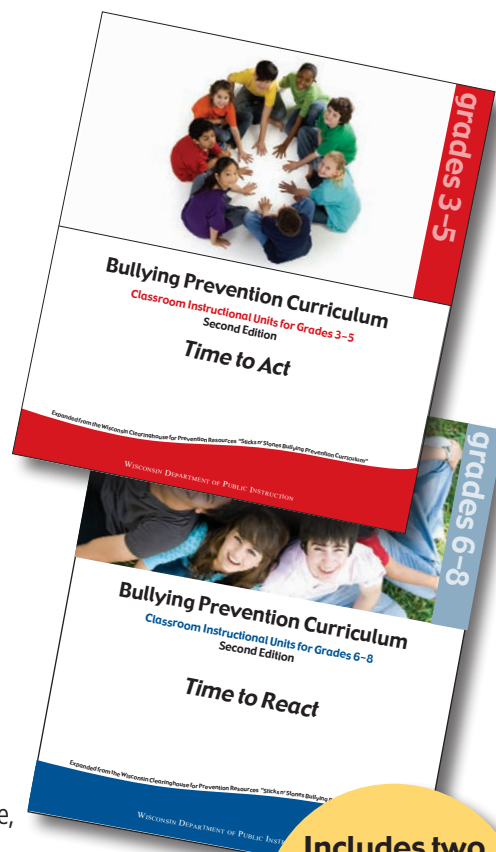
Real-life situations are outlined so students can practice communication skills that are effective in addressing bullying behavior. In addition, sample assessments are included for students to demonstrate their increased knowledge, skills, and dispositions surrounding this key health and safety issue.

The curriculum, as well as the policy guidelines, involved the collaboration of many educators with a wide-range of experience. Establishing clear rules against bullying behavior and consistently and fairly enforcing those rules throughout the school are essential to a safe school environment.

These second editions of the *Bullying Prevention Curriculum* are invaluable tools for anyone working with elementary or middle school students.

Bulletin# 9108
Time to Act (3-5)
\$26 In State
\$39 Out of State

Bulletin# 9109
Time to React (6-8)
\$26 In State
\$39 Out of State



**Includes two
new lessons:
Cyberbullying
and
Sorry**

Opening Doors Series:

Transition Resources for Students with Disabilities Planning for Life after High School



Opening Doors to Self-Determination Skills

Setting and achieving goals helps students grow. Knowing their strengths and addressing their weaknesses is important as students prepare for life after high school. As students move through school and toward adulthood, they go through a process of considering who they are and who they wish to become. What kind of work would they like to do? What will they need to do to pursue this work? What living arrangements do they envision? What education, training, and services will be available to them along the way? Students can work with counselors, parents, and teachers as they work with this resource.

Opening Doors to Employment

Opening Doors to Employment was created to provide input and direction to students as they set and work toward their employment goals. It offers career exploration strategies, job preparation advice, and job search strategies. It addresses questions such as:

- What kind of work would be best for me?
- How do I know I can do certain kinds of jobs?
- How can I get a job and keep a job?
- If I get a certain kind of job, could I live on my income?

Opening Doors to Postsecondary Education and Training

This Opening Doors booklet leads the reader through a process of planning for life after high school that includes making decisions, planning, and taking actions. Specifically, this publication is a tool for students with disabilities to use as they begin to plan for a successful future. Each student can consider his or her strengths and weaknesses, plan a high school experience that will achieve specific goals, explore possibilities for work and a career, and identify the next steps for life after high school.

Bulletin # 9092

Opening Doors to Self-Determination Skills (Packet of 50 copies)

\$25 In State

\$37 Out of State

Bulletin # 9012

Opening Doors to Employment (Packet of 50 copies)

\$38 In State

\$50 Out of State

Bulletin # 8098

Opening Doors to Postsecondary Education and Training (Packet of 50 copies)

\$25 In State

\$37 Out of State

Value Pack (one packet of each)

\$80 In State

\$115 Out of State

Language Sample Analysis II

Language sample analysis (LSA) has long been considered one of the best evaluative procedures of expressive language performance. Jon F. Miller was the original author of *Language Sample Analysis* in 1992. This revised guide contains his updates, along with updates from Steven Long (Marquette University), Nancy McKinley (Thinking Publications), and therapists in the field. The goal of this publication is to share information about language sample analysis (LSA) and to explain:

- Why it is critical to the appropriate evaluation of students;
- Who it should benefit;
- How it can be accomplished; and
- What information it will provide.

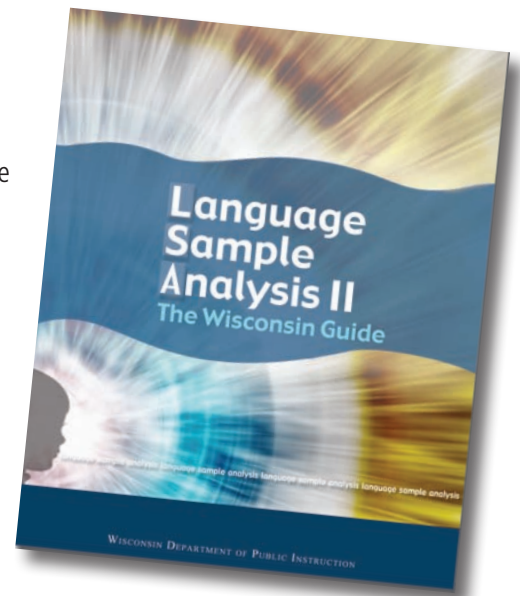
This guide extends the use of language sample analysis in school settings in three important ways:

1. It provides a standard methodology for conducting LSA in school settings;
2. It includes a set of data derived from Wisconsin children to aid speech and language pathologists' (SLPs) interpretations of language sample analysis; and
3. It categorizes different types of productive language impairments developed by school-based speech and language pathologists.

Section 1 provides an overview of the language sampling analysis process and types of language disorders while Section 2 discusses the sampling process in detail. Section 3 describes the transcription process and coding conventions; Section 4 describes analytical procedures that cover various aspects of productive language. Section 5 provides tools and strategies to assist in the interpretation of the data. Section 6 provides a detailed description of alternative transcription methods and procedures. Section 7 details the application of LSA to intervention, including specific therapy activities for students at different age levels. Section 8 includes the appendixes. Appendix A includes the Reference Database. Transcript entry conventions for computer and hand analysis procedures make up Appendixes B and C. A glossary of terms used in this guide can be found in Appendix D. Appendix E contains information on the cost-effectiveness of LSA that might be of interest to administrators. Finally, Appendix F has sample case studies that SLPs can use to assess different kinds of language problems.

A basic level of training in the principles and assumptions underlying language sample analysis is assumed. This guide is meant to augment existing knowledge and experience in assessing productive language using language sample analysis techniques.

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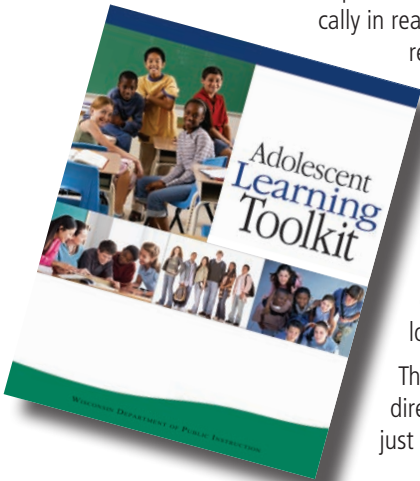
Adolescent Learning Toolkit

The *Adolescent Learning Toolkit* is designed for middle and high school educators in Wisconsin who do the important work of teaching adolescents. This critical time in students’ personal development is also very important educationally. The *Toolkit* is designed to help educators strengthen and improve instruction specifically in reading and math. The first section of the toolkit addresses how to help students develop important reading skills within the contexts of the various content areas.

The second section of the *Toolkit* focuses on building a mathematical frame of mind that goes beyond calculations and procedures and delves into understanding and reasoning.

Specific teaching strategies and resources are offered to help educators strengthen their practice. These strategies are intended to be easy to implement in one’s classroom so that the *Toolkit* can be a useful resource for busy educators. The writers of this publication are Wisconsin practitioners who have developed expertise in their field and also ground their practice in current educational research. The combination of research-based instructional strategies and experience in local schools and districts allows for a relevant tool that delivers proven ideas for best practice.

The third section of the *Toolkit* looks at school improvement from a more systemic perspective. It is directed at school leadership and offers resources and tools to make changes on a school level, not just a classroom level.



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Planning Curriculum for Learning World Languages

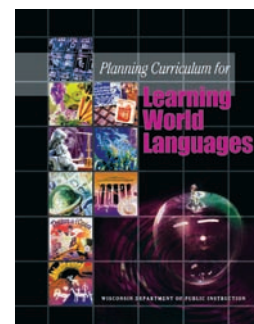
Today's world economy requires interaction with people from other cultures. Regardless of the specific languages our students learn, the study of language allows students to communicate across cultural borders.

Based on Wisconsin's standards, *Planning Curriculum for Learning World Languages* describes how to design a curriculum for learning languages. Instead of beginning with a grammatical sequence and lists of vocabulary, a standards-based curriculum describes what students can do with the target language. The lesson planning cycle begins from the mind-set of the standards, working back to the grammatical structures and vocabulary.

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Planning Curriculum in International Education

Never has there been a better time for teachers to critically examine their curriculum for global content and inclusion of world and multicultural issues. The Wisconsin Department of Public Instruction's curriculum planning guide offers teachers of all levels and all subjects assistance in "internationalizing" their schools, classrooms, and curricula.

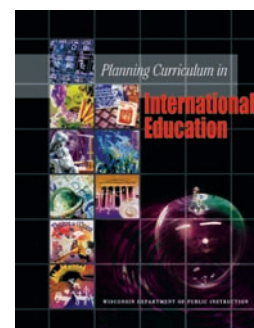
Teachers throughout Wisconsin contributed descriptions of model programs, resources, and activities in global studies. Sample activities draw from Wisconsin's Model Academic Standards in 18 curriculum areas. To deal with controversial issues, the guide assists teachers in setting rules for balanced, fair, and safe discussions and presentations.

It takes more than teachers and students to internationalize a curriculum, however. *Planning Curriculum in International Education* suggests ways that teacher training institutions, parents, school boards, administrators, area businesses, and community organizations can contribute as well.

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Planning Curriculum in Science

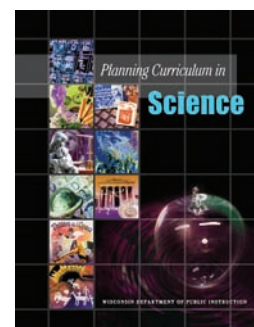
Planning Curriculum in Science is designed to assist science teachers and curriculum directors in planning a comprehensive science program. The guide embraces *Wisconsin's Model Academic Standards for Science* published by the Department of Public Instruction in 1998, and the National Science Education Standards published by the National Research Council in 1996.

The guide's authors are science educators with classroom experience. The guide challenges each teacher to develop a program that allows students to experience the wonder and nature of science.

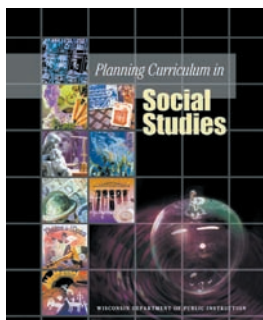
Bulletin # 2046 \$28 In State \$42 Out of State

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Planning Curriculum in Social Studies



Planning Curriculum in Social Studies is designed with two purposes in mind:

- To help educators develop a coherent social studies curriculum that helps students develop an understanding of the major concepts in social studies, and helps students become effective citizens.
- To help curriculum coordinators and teachers plan a social studies program using Wisconsin's Model Academic Standards for Social Studies and teaching and learning approaches developed by the National Council for the Social Studies.

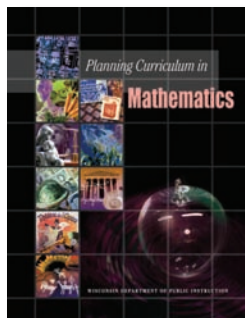
A major challenge facing this field of study is the ever-increasing amount of information. This guide focuses on the big ideas and major concepts in social studies. Organizing around the most important ideas and concepts allows students to apply their studies to their own past, present, and future.

Bulletin # 1218 \$28 In State \$42 Out of State

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Bulletin # 2006 \$49.95 \$67.95 pkg price

Planning Curriculum in Mathematics



Planning Curriculum in Mathematics continues the Wisconsin Department of Public Instruction's efforts to help school districts identify the elements of their mathematics programs that work, to become familiar with current needs for math skills, and to contemplate any improvements needed in those programs.

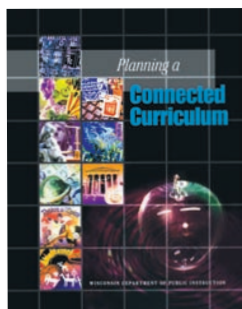
Planning Curriculum in Mathematics is a compendium of resources that reflects the underlying belief that mathematics must be taught and learned with understanding.

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Bulletin # 2009 \$49.95 \$69.95 pkg price

Planning a Connected Curriculum



Practical advice and proven strategies to connect the curriculum in an era of standards-based education. All practical suggestions in this book have been used successfully in Wisconsin's classrooms.

Planning a Connected Curriculum was written with students in mind. This book outlines the steps that educators can take to improve student learning through connections across school subjects, between content and learner, between school, student and community, and through meaningful assessment.

This publication was written by and for teachers. Chapters focus on lesson design, technological literacy, classroom assessment, and other topics important to classroom practice.

Bulletin # 3092 \$24 In State \$36 Out of State

Planning Curriculum in English Language Arts

Planning Curriculum in English Language Arts provides planning advice based on current research, theory, and best practices. This advice speaks directly to teachers and educational leaders who are being asked to align curriculum and instruction with national, state, and local standards.

The national standards for teaching English Language Arts, published by NCTE and IRA, led to development of similar standards in many states. Wisconsin's Model Academic Standards are consistent with the National Standards and are organized around six content and skill areas:

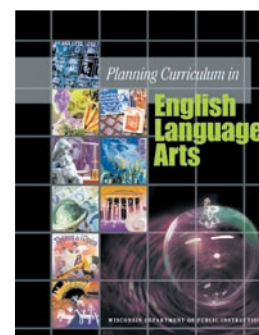
- Reading and Literature
- Writing
- Oral Language
- Language
- Media and Technology
- Research and Inquiry

Planning Curriculum in English Language Arts includes a chapter addressing each of these areas, as well as a detailed, process-oriented guide to using standards in planning. Each chapter provides current resource material, vignettes, and sample lessons relating theory to practice, as well as suggestions for families and administrators.

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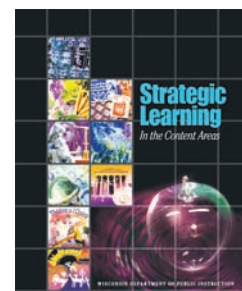
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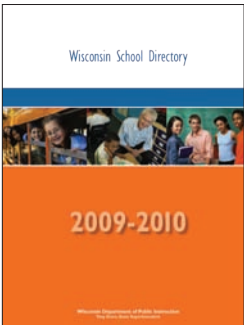


Strategic Learning

Our best-selling guide, *Strategic Learning in the Content Areas* translates current research on cognitive instruction into practical applications for content area teachers. The guide highlights the dual role of teachers, who must teach both the content and the strategies that are required to help students become independent learners. Included are instructional frameworks for art, foreign language, health education, literature, mathematics, music, physical education, science, social studies, and vocational subject areas.

Bulletin # 9310 \$20 In State \$30 Out of State

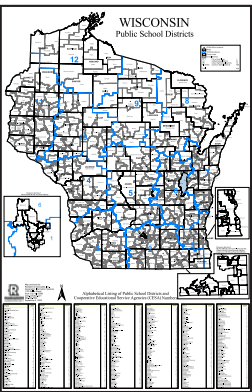




Wisconsin School Directory 2009-2010

A wealth of information is available in the annual Wisconsin School Directory: pertinent facts about all Wisconsin public school districts, including superintendents' names, district addresses, fax and telephone numbers, e-mail addresses, and websites. Also included is information about private schools, Teacher Training Institutions, the Wisconsin Technical College System, and state and national education-related associations.

Bulletin # 0038 \$20 In State \$30 Out of State



Wisconsin Public School Districts Map

This poster-sized map of Wisconsin (22" x 34") displays the boundaries of each public school district as well as the CESAs. A very useful tool for administrators!

Bulletin # 9022 \$6 In State \$9 Out of State

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